

**THE EFFECT OF USING PICK YOUR POINTS STRATEGY  
TOWARD READING COMPREHENSION OF THE  
SECOND YEAR STUDENTS AT MAN  
KUOK BANGKINANG BARAT OF  
KAMPAR REGENCY**



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1434 H/2013 M**

## ABSTRAK

**Nensi Utama Haslin (2013): Pengaruh dari Penggunaan Strategi Pick Your Point terhadap Pemahaman Bacaan Siswa Kelas Dua di MAN Kuok Bangkinang Barat Kabupaten Kampar.**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dengan baik. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa tidak dapat menjawab beberapa pertanyaan pada teks dengan benar dan sebagian siswa mengalami kesulitan dalam menemukan informasi tertentu dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di MAN Kuok Bangkinang Barat. Subjek dari penelitian ini adalah siswa kelas dua MAN Kuok Bangkinang Barat, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi Tentukan Poin Anda. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah siswa kelas dua. Keseluruhan dari jumlah populasi adalah 142 siswa. Dikarenakan jumlah populasinya terlalu banyak, penulis hanya mengambil dua kelas sebagai sampel: kelas XI IPA 1 yang terdiri dari 35 siswa sebagai kelompok eksperimen, dan kelas XI IPA 2 yang terdiri dari 35 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 70 siswa. Untuk data analisisnya, peneliti menggunakan rumus T-tes melalui SPSS.

Setelah data di analisis, penulis menemukan pengaruh yang signifikan dari strategi Pick Your Point terhadap pemahaman bacaan siswa kelas dua MAN Kuok Bangkinang Barat, dimana Null Hypothesis ( $H_0$ ) ditolak, dan Alternative Hypothesis ( $H_a$ ) diterima. Kesimpulannya penggunaan strategi Pick Your Point dapat meningkatkan pemahaman bacaan siswa.

## **ABSTRACT**

**Nensi Utama Haslin (2013): The Effect of Using Pick Your Point Strategy toward Reading Comprehension of the Second Year Students of MAN Kuok Bangkinang Barat of Kampar Regency.**

Based on the writer's preliminary study, it was found that the students could not comprehend the texts well. This problem was caused by some factors. For example, some of the students cannot answer the questions in reading text correctly and they have difficulties finding the spesific information from the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at MAN Kuok of Kampar Regency. The subject of the research was the second year students of MAN Kuok Bangkinang Barat, and the object of this research was the effect of using the Pick Your Points strategy toward reading comprehension. The design of this research was Quasi-experimental design.

The population of this research was the second year students of MAN Kuok Bangkinang Barat. The total number of population was 147 students. Because the number of population was large, the writer took only two classes of science department as sample, XI IPA 1 class, consisted of 35 students as experimental group, and XI IPA 2 class, consisted of 35 students as control group. So, the numbers of sample from two classes were 70 students. To analyze the data, the writer adopted T-test formula by using SPSS.

After analyzing the data, the writer found that there was significant Effect of using Pick Your Point strategy on Reading Comprehension at the Second Year students of MAN Kuok Bangkinang Barat, where Null Hypothesis ( $H_o$ ) was rejected, and Alternative Hypothesis ( $H_a$ ) is accepted. In conclusion, using Pick Your Point strategy can improve the students' reading comprehension.

## ملخص

ننسى أوتاما حاسلين (2012): "أثر استخدام استراتيجيّة عيّن نقطتك في استعاب قراءة لدى طلاب الصف الثاني في المدرسة العالية الحكومية كوك بانكينانك الغربية محافظة كامبار."

بإضافة إلى البحث الأبتدائي، يعرف أن الطلاب لم يفهمون القراءة جيدا. العوامل من هذه المشكلة منها بعض الطلاب لا يقدرّون أن يجيؤوا السؤال في النص بإجابة صحيحة و بعض الطلاب أصبتهم الصعوبة في بحث المعلومات المعينة من النص. لذلك، اهتمت الباحثة في تلك المشكلات.

أقيم هذا البحث في في المدرسة العالية الحكومية كوك بانكينانك الغربية محافظة كامبار. الذات من هذا البحث هو طلاب الصف الثاني المدرسة العالية الحكومية كوك بانكينانك الغربية، و أما الموضوع من هذا البحث هو أثر استخدام استراتيجيّة عيّن نقطتك. و أما نوع البحث هو شبه تجربة.

السكان من هذا البحث هم طلاب الصف الثاني، كلهم 142 طالب. و بسبب كثرتها فأخذت الباحثة صفين كعينة: صف XI علم العلوم الكائنات بتركب من 35 طالب كالمجتمع التجري و صف XI علم العلوم الكائنات بتركب من 35 طالب كالمجتمع الضبطي، بذلك كلهم 70 طالب. و لتحايا البيانات استخدمت الباحثة اختبار-ط ب SPSS.

و بعد تحليل البيانات ، وجدت الباحثة أن هناك أثر ذو معنى من استراتيجيّة عيّن نقطتك في استعاب قراءة لدى طلاب الصف الثاني في المدرسة العالية الحكومية كوك بانكينانك الغربية، أينما  $T$  حساب أكبر من جدول 5% أو 1%، و بكلام آخر يُقرأ  $1.99 < 5.389 < 65.2$ . فالفرضية الصفرية ( $H_0$ ) مردودة و الفرضية البديلة ( $H_a$ ) مقبولة.

عيّن نقطتك هي استراتيجيّة جميلة، فهم قراءة طلاب دخل في درجة جيدة. بإضافة إلى تحليل البيانات باستخدام إختبار-ط فاستنبط أن  $H_0$  مردود و  $H_a$  مقبول. معناها أن هناك فرق ذو معنى بين استعاب طلاب علّم باستخدام استراتيجيّة عيّن نقطتك و استعاب طلاب باستخدام استراتيجيّة العامّة لدى طلاب الصف الثاني في المدرسة العالية الحكومية كوك بانكينانك الغربية.

## ACKNOWLEDGEMENT



In the name Allah Almighty, The Lord of Universe, by His guidance and blessing, the writer has finished and completed this academic requirement for the bachelor degree in Department of English Education of Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau Pekanbaru.

In conducting this research and writing this thesis, the writer got suggestion, encouragements, motivation, and supports from many sides. Therefore, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University Sultan Syarif Kasim Riau Pekanbaru.
2. Dr. Hj. Helmiati, M. Ag, the Dean of Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau Pekanbaru.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of Department of English Education.
4. Deddy Wahyudi, M.Pd, the Secretary of Department of English Education.
5. Drs. H. Kalayo Hasibuan, M. TESOL as the writer's supervisor who has given me so valuable suggestion and supportive advice that and highly motivated in completing this paper.
6. Drs. M. Syafi'i, and all my lecturers of Department of English Education.
7. Drs. Husaini, the Headmaster of MAN Kuok Bangkinang Barat, Elhafiza, S.Pd, as the English Language teacher, thanks for your advice and support and all of students as sample in this research.

8. My beloved parents Hasmizon and Herlinawati who has given meaning full and useful support, both material and spirits finishing this thesis. Then, thank to my sister Nurul Isnaini Haslin, and to Nuriman, S.Pd for your kindness and your encouragement.
9. My beloved friends A until G of Department of English Education especially B Class 2008, Agung, Rowi, Ayu, Fikal, Hafis, Epi, Fais, Hardi, Ida, Lena, Vina, Melli, Miftah, Nanda, Noviza, Laily, Alya, Novi, Nina, Jannah, Rahmi, Richa, Devi, Tina, and Weni.
10. Especially for all my friend of Tri Putri boarding house 2008 – 2012, Nining, Lina, Inda, Yenni, Icha, and others that can't mentioned one by one. Thank you so much for all.

Finally, the writer admits that this thesis still far from being perfect. Therefore, contructive advice and critics from the reader will be much appreciated.

May Allah Almighty the lord of universe bless them all.

Pekanbaru, May 20, 2013

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## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	i
<b>ACKNOWLEDGMENT</b> .....	ii
<b>ABSTRACT</b> .....	iv
<b>LIST OF CONTENT</b> .....	vii
<b>LIST OF TABLE</b> .....	ix
<b>LIST OF APPENDIX</b> .....	xi
<b>CHAPTER I: INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Definition of the Term .....	3
C. The Problem .....	4
D. The Objective and the Significance of the Research .....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Theoretical Framework .....	8
B. Relevant Research .....	24
C. Operational Concept .....	25
C. Assumption and Hypothesis .....	27
<b>CHAPTER III: METHODOLOGY OF THE RESEARCH</b>	
A. The Research Design .....	28
B. The Time and Location of Research .....	29
C. The Subject and Object of the Research .....	29
D. The Population and Sample of Research .....	29
E. The Technique of Collecting Data .....	31
F. Validity and Reliability .....	32
G. The Technique of Data Analysis .....	36
<b>CHAPTER IV: DATA PRESENTATION AND THE DATA ANALYSIS</b>	
A. Description of Research Procedure .....	38
B. The Data Presentation .....	39
C. The data Analysis .....	50
<b>CHAPTER V: CONCLUSION AND THE SUGGESTION</b>	
A. Research Conclusion .....	61
B. Suggestion .....	61

## **BIBLIOGRAPHY**

## **APPENDIX**



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is very important skill in English because through reading the student can get more knowledge or information, particularly the information they need to support their study. Thus, the students are expected to be able to identify what the text is talking about in order to improve their achievement in reading.

Reading comprehension is the degree to which we understand what we read. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose<sup>1</sup>.

In reading, students can get knowledge, information, and other linguistics skills, besides that, the students can also improve their ability in understanding the reading text effectively and efficiently. The first thing the students have to know is what the text is about and then understand each of the sentence and what they are saying,<sup>2</sup>

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<sup>1</sup> Kalayo hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press. 2007) , p.113

<sup>2</sup> Kathleen T. Mcwhorter, *Guide to College Reading*. ( Little, Brown and Company: Canada,1980), p.71

Based on the School Based Curriculum (KTSP), reading must be provided as one of the skills in the mastery of English that should be taught and learned by English language teachers. In MAN Kuok Bangkinang Barat, the school Based curriculum (KTSP) is used in learning process. Based on the syllabus of MAN Kuok Bangkinang Barat for the second year students, they are expected to be able to comprehend the Narrative and Hortatory Exposition texts<sup>3</sup>. In this research, the writer focuses on Hortatory Exposition text. The passing score / KKM of English subject in MAN Kuok Bangkinang Barat is 70.

Based on the writer's preliminary research at the second year students of MAN Kuok Bangkinang Barat, reading was taught with Three-Phase technique. The students were given a text and they answered the question, then, teacher asked them to collect their papers and then the teacher gave the true answers to the students. But most of the student could not understand and answer questions correctly. some of the students could not comprehend the texts well. It can be seen from the following phenomena:

1. Some of the students cannot comprehend the reading material
2. Some of the students cannot answer the questions in reading text correctly
3. Some of the students have difficulties finding the specific information from the text.
4. Some of students cannot mention the generic structure of the text.

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<sup>3</sup>. Silabus MAN Kuok Bangkinang Barat 2010-2011. (Kuok: Unpublished,2010)

In reading, there are many techniques, methods and also strategies. As a writer knows at the second year students of MAN Kuok Bangkinang Barat, the teacher have applied a technique but it seems that it does not help studets to comprehend the reading text. Therefore, based on these phenomena the writer wants to implement a new technique to improve their ability in reading text. To accomplish students' need in reading, there is a strategy that can help students to improve their reading comprehension which is called Pick Your Point. This strategy builds autonomy and self determination by allowing students to have a choice in selection of supplementary reading.<sup>4</sup>

Therefore, the writer is interested in carrying the research entiled: The Effect of Using Pick Your Points Strategy toward Reading Comprehension of The Second Year Students at MAN Kuok Bangkinang Barat of Kampar Regency

## **B. The Definition of the Term**

### **1. The Pick Your Point strategy**

This strategy builds autonomy and self-determination by allowing students to have a choice in the selection of supplementary reading.<sup>5</sup> In this research, the Pick Your Point strategy meant is a strategy used by writer to know its effect toward students' reading comprehension.

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<sup>4</sup> Raffini, james P. *150 Ways to Incease Intrinsic Motivation in the Classroom*. (New York: A Simon & Schuster Company. 1996), p. 31

<sup>5</sup> Ibid. P. 31

## 2. Effect

Change that somebody/something causes in somebody/ something else.<sup>6</sup> In this research, effect refers to the effect of using Pick Your Point strategy toward students' reading comprehension.

## 3. Reading comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>7</sup> In this research, the writer focuses on reading comprehension of the second year students at MAN Kuok Bangkinang Barat.

## C. The Problem

### 1. The Identification of the Problem

Based on the background of the problem mentioned above and supported by phenomena, it is clear there are many students who have many problems especially in reading. Thus, the writer identifies the problems as follows:

- a. Some of the students are not able to comprehend the reading text

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<sup>6</sup> Oxford Dictionary. *Learner's Pocket Dictionary: Third Edition*. (Oxford: Oxford University Press: 2009). p.138

<sup>7</sup> Tankersley, Karen. *Literacy Strategies for Grades 4-12: reinforcing the threads of reading* (Virginia: Association for Supervision and Curriculum Department. 1952). p.142

- b. Some of the students are not able to find the factual information from the text
- c. Some of students are not able to identify the main idea from the text
- d. Some of the students are not able to infer about the reading text
- e. Some of the students cannot mention about the generic structure of the text
- f. Some of students have lack of vocabulary.

## **2. The Limitation of the problem**

Regarding the researcher ability, time, and funding this research, the researcher needs to limit the problems. This research limited on students' problem, such us; they are not able to find factual information, they are not able to identify main idea, they are not able to identify generic structure of the text and they are not able to locate the meaning of vocabulary in content.

## **3. The Formulation of the problem**

The problem of this research will be formulated in the following questions:

- a. How is students' reading comprehension in Hortatory Exposition text taught by using the Pick Your Point strategy at MAN Kuok Bangkinang Barat?
- b. How is students' reading comprehension in Hortatory Exposition text taught without using the Pick Your Point strategy at MAN Kuok Bangkinang Barat?

- c. Is there any significant effect of reading comprehension in hortatory exposition text between students who are taught by using Pick Your Point strategy and students who are not taught by using Pick Your Point strategy at MAN Kuok Bangkinang Barat?

#### **D. The Objectives and the Significance of the Research**

##### **1. The Objectives of the Research**

- a. To find out students' reading comprehension in hortatory exposition text after being taught by using Pick Your Point strategy.
- b. To find out students' reading comprehension in hortatory exposition text after being taught without using Pick Your Point strategy.
- c. To find out the significant effect of students' reading comprehension in hortatory exposition text between those students who are taught by using Pick Your Point strategy and those who are not.

##### **2. The Significance of the Research**

The research activity is significantly carried out for the following needs. They are:

- a. To give some information to the teacher and school about the effect of using the Pick Your Point strategy toward students' reading comprehension in Hortatory Exposition text.
- b. To give some contribution to the students in order to improve their reading comprehension in Hortatory Exposition text.
- c. To enhance the writer's knowledge about teaching reading by using the Pick Your Point strategy.
- d. To fulfill one of the requirements to finish the writer's study from English Education Department.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. Reading**

##### **a. Nature of Reading**

Reading is an interactive process which transfers meaning from the writer to the reader. According to Kalayo Hasibuan reading is an activity with a purpose.<sup>1</sup> A person may read in order to gain information or verify existing knowledge, a person also reads for enjoyment, or enhances knowledge of the language being read. Reading is perceiving a written text in order to understand its context which can be done by silently.

Reading is an action of a person who reads the text. By reading activity, students are required to have good interaction with the text, and need more attention from the reader in order that students get exact or close meaning of the text well..<sup>2</sup> Reading perceives a written text in order to understand its contents. According to Murcia reading is to learn which involves complex thinking skills which can help

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<sup>1</sup>Kalayo, Hasibuan. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press 2007). p. 114

<sup>2</sup> Longman Dictionary of Contemporary English. ( London: Pearson Education Ltd. 2001). p. 273



them to get the meaning on the text.<sup>3</sup> David Nunan says that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning.<sup>4</sup> Based on the definition above, the writer can conclude that reading is a skill that presents the writer's idea. Reading is an interactive process between what a reader already knows about topic or subject given, and what the writer writes.

There are some kinds of reading:

1) Decoding

Decoding is an early reading skill that students learn in kindergarten and first grade. Decoding (sounding out) words is the foundation of reading instruction. Phonics is the method teachers use to instruct students. Letter-naming and recognition is taught along with initial sounds. Children must understand that each letter is represented by a corresponding sound before they can read text. Once children know sounds, they learn to blend them into words. This skill, phoneme segmentation, should be practiced daily along with alphabet and sound fluency until decoding becomes an automatic procedure.

2) Fluency

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<sup>3</sup> Celce- Mursia, Mariane. *Teaching English as Second or Foreign Language*. ( Los Angles: University of California, 1991) p. 200

<sup>4</sup> David Nunan. *Practical. English Language Teaching*. (McGraw – Hill /Contemporary: Singapore. 2003) p.68

Fluency is the ability to read accurately and expressively while maintaining a rate of speed that facilitates comprehension. Students learn fluency in a variety of ways. Teachers model fluent reading in the classroom, and students listen to books on CD. Students receive direct instruction in fluency through guided practice using methods like choral and repeated readings. Teachers assess fluency with timed readings that give a score in words read per minute. Students who fall below the average score for their grade level receive additional, individual help.

### 3) Comprehension

Comprehension is the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. Teachers focus on several key comprehension skills. These are inferring, predicting, comparing and contrasting, sequencing and summarizing. Students usually learn how to use these strategies in a small group guided by the teacher who demonstrates their use. Students then practice comprehension techniques with a partner by discussing what they read, making connections with prior knowledge and identifying the main ideas in the story.

#### **b. The Nature of Reading Comprehension**

As one of the basic language skills, reading is important to be learned and mastered by students. The students need knowledge, skill and strategies to increase their comprehension. It can be known from Jannete et al. She stated that:

“Reading comprehension involves much more than readers responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variable related to the text itself (interest in text, understanding of text types).”<sup>5</sup>

Besides, Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them<sup>6</sup>. She also states some assumptions about the nature of reading such as we need to perceive and decode letters in order to read words; we need to understand all the words in order to understand the meaning of the text; the more symbols (letters and words) there are in a text, the longer it will take time to read it; we gather: meaning from what we read. Our understanding of a text comes from understanding the words of which it is composed.

Mentioned by Kalayo and Fauzan that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills and strategies include:

a. Linguistic competence

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<sup>5</sup> Jannete K Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. ( New York: The Guildfor Press, 2007). P. 8

<sup>6</sup> Jeremy Harmer. *How to Teach English*. (London: Longman, 1991), p. 70

Linguistic competence is the ability to organize the elements of the writing system; knowledge of the vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence

Discourse competence is the knowledge of discourse markers and how they connect parts of the text to one another.

c. Sociolinguistic competence

Sociolinguistic competence is the knowledge about different types of texts and their usual structure and content.

d. Strategic competence

Strategic competence is the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).<sup>7</sup>

In addition, Nuttal defines that reading involves three type of learning: cognitive, affective, and psychomotor<sup>8</sup>. The psychomotor learning includes the physical process, related to reading activity. The affective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among them, the cognitive learning is

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<sup>7</sup> Kalayo Hasibuan and Muhammad Fauzan Anshari, *loc cit.* pp. 115

<sup>8</sup> Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982). P. 3

generally dominant to define the meaning on the other hand as the reading comprehension.

Then, according to Jhonson, comprehension is an activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text. It means that the primary activity or reading is to comprehend what text about. Many readers cannot be able to catch the idea or what the writer talk about because they do not know the exact meaning of the words that the writer used. That is way, reading comprehension section always gives along with vocabulary section.

The goal of reading is comprehension. Reader's ability to understand the author's message is influenced by the background knowledge. It is stated by Burners and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message<sup>9</sup>.

Moreover, Richards and Richard Schmidt states that different type of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading affected.<sup>10</sup> The following are commonly referred to:

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<sup>9</sup> Burner and page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). P. 46

<sup>10</sup> Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic*. 3<sup>rd</sup> Edition. ( London: Pearson Education Limited, 2002). P. 443

- a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Language learners also should know the characteristics of efficient reading. According to Ur when someone needs a success in reading she/he must know well about the characteristics of efficient reading.<sup>11</sup> They are as follows:

1. Language, the language of the text is comprehensible to the learner.
2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each group of new words.
4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.
6. Prediction, the reader thinks ahead, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.

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<sup>11</sup> Penny Ur. *Loc. Cit.* . pp. 148

8. Motivation, the reader is motivated to read: by interesting content or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.
10. Strategies, the reader uses different strategies for a different kind of reading.

Furthermore, Harmer<sup>12</sup> points out that in reading the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on large extent in these specific skills. The six skills of reading are:

1. Predictive Skill
2. Extracting specific information
3. Getting specific picture
4. Extracting detail information
5. Recognizing function and discourse patterns
6. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able in understanding and finding the information, the

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<sup>12</sup> Jeremy Harmer, *Loc cit*, pp. 183-184



readers should know the characteristics and skills above because to understand the contents are not easy, but it will be overcome well if we use the skills above when we read the contents in English. By using the skills above, we will find the information or the author's mean exactly.

### c. The Factor that Influence Reading Comprehension

Dorn and Soffos says that reading is a complex process that involve a network of cognitive actions, it works together to construct the meaning<sup>13</sup>. In addition, Dorn and Soffos also says that there are some factors that influence reading comprehension. They mentions that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies<sup>14</sup>.

Manzo, Ula, states that there are two factors that influence reading comprehension. The external factors come from the outside reader's head and the internal factors come from the inside reader's head<sup>15</sup>.

The internal and external factors of reading comprehension can be seen bellow:

External	Internal
Size of print	Linguistic competence

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<sup>20</sup> Linda J Dorn and Carla Soffos. *Teaching for Deep Comprehension*. (New York: Stenhouse Publishers, 2005) p.6

<sup>21</sup> *Ibid.*,

<sup>22</sup> Anthony V. Manzo, Ula Casale Manzo. *Content Area Reading: A Heuristic Approach*. (Melbourne: Merrill Publishing Company. 1990) p.23

Text Format	Word meaning
Clanty of writing	Prior knowledge about the topic
Distraction	Goal/ purpose of reading
Interest of material	Interest in the topic

Based on Kahayanto in Mubarok factors that influence reading comprehension come from external and internal. External factors are including reading material and teacher of reading. Internal factors are including motivation and interest<sup>16</sup>. So, the writer concludes that there are some factors that influence reading comprehension; they are prior knowledge, materials, motivation, and the purpose of reading.

#### **d. Teaching Reading**

Reading practice becomes essential parts of language teaching at every level<sup>17</sup>. The success of a teacher can be decided by way of the presenting the material whether the language is acceptable and easy to understand by the students or not. According to Nunan there are eight principles for teaching reading. They are<sup>18</sup>:

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.

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<sup>23</sup> Mubarok. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan At-Taqwa Pekanbaru". (Pekanbaru: Islamic University of Sultan Syarif Kasim Riau. 2009) pp. 14-16

<sup>24</sup> Kalayo Hasibuan, *Op.cit.*,pp. 113

<sup>25</sup> David Nunan, *Op.Cit.*,pp. 74-77

- c. Teaching for comprehension.
- d. Working on increasing reading rate.
- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skills.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as a reading teacher.

In addition, Harmer also explained six principles behind the teaching of reading. They are<sup>19</sup>:

1) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the pictures of the words are painting, understand the arguments, and work out if we agree with them.

2) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3) Student should be encouraged to respond to the content of a reading text, not just to the language

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<sup>26</sup> Jeremy Harmer. *Loc. Cit*, pp.70-71

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

#### 4) Prediction is a major factor in reading

The moment we get this hint – the book cover, the headline, the word – processed page - our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

#### 5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

#### 6) Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for studying and later activation.

In conclusion, teaching reading with using the suitable teaching strategy can help the students overcome their problem in order to comprehend the reading texts. Also in teaching reading, the writer teaches the students to deal with students' text books and their prior knowledge added by supplement materials that are still correlated with syllabus by applying reading for meaning strategy.

**e. Hortatory Exposition Text**

An Hortatory Exposition text is a piece of writing that persuades the readers to accept the writer's point of view by showing the information in a logical way.<sup>20</sup>

Communicative purpose: to persuade the readers to agree with the writer.

There are three text organizations in Hortatory exposition:

- a. Thesis: presents an introduction of issue concerned in an opening statement.
- b. Arguments: present a series of arguments to convince and lead the readers to believe the writer's viewpoint.
- c. Recommendation: strengthens the writer's viewpoint by stirring up the readers' feeling and directs them to follow or agree to the writer's recommendation.

The language features of Hortatory Exposition:

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<sup>20</sup> <http://understandingtext.blogspot.com/2007/12/what-is-hortatory-exposition.html> (Retrieve on February 6th, 2012)

- a. Simple present tense, e.g. *The best advice is to think carefully before accepting any position.*
- b. Words that qualify statements, e.g. *usual, probably, etc.*
- c. Words that link arguments, e.g. *firstly, on the other hand, therefore, etc.*
- d. Passive voice, e.g. *it became rocky because the earth was washed away by the rain.*
- e. Modal auxiliaries, e.g. *should, can, could, etc.*
- f. Connectors, e.g. *then, after that, etc.*

Hortatory Exposition example In Wearing Helmet <sup>21</sup>

### **Why Should Wearing a Helmet when Motorcycling**

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding.

First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

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<sup>21</sup>[http://smanpluspropriau.com/index.php?option=com\\_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103](http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103) (Retrieved on February 6<sup>th</sup>, 2012)

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the way. This benefit may not be important to some people, but to others, it means a lot and is important. By choosing the most appropriate helmet from all of the various styles, such as beanie, Shorty, German, and many others, wearing a helmet which can project an image is an inherent crucial part of motorcycling and helps riders feel more confident when riding on the road.

However, what is most important is wearing a helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they simply place the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

How can we see the generic structure of the hortatory example above?

**Thesis:** the importance of wearing a helmet which is stated in the first paragraph

**Argumentative:** Wearing a helmet gives a total protection and giving a chance in imaging self which is presented in the second paragraph.

**Recommendation:** Bikers should wear a helmet properly to get the benefits.

Based on the explanation above, it can be concluded that the text organizations in hortatory exposition text are thesis, argumentative and recommendation.

## **2. The Nature of Pick Your Point strategy**

This strategy builds autonomy and self determination by allowing students to have a choice in the selection of supplementary reading.<sup>22</sup>

Before carrying out this strategy, the teacher should collect a large variety of articles on a particular topic that the class will be studying. The articles can be from books on the subject, teacher's guides, periodicals, or children's literature. The goal is to collect as many resources as possible that reflect a full spectrum of reading levels. On a topic such as rainforest, for example, hundreds of articles can be found that require elementary to college reading levels.

The procedure of pick your point strategy<sup>23</sup>

- a. Introduce the process of pick your point strategy
- b. Devide the students to small groups
- c. Ask the students pick their reading material
- d. Ask the students read their reading material
- e. When students have finished their reading, they can be asked to complete a reading report that could include the following question:
  1. In two or three sentences, please summarize the main idea of the article
  2. List at least three facts that you learned from article that others might find interesting

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<sup>22</sup> Raffini, james P. *150 Ways to Incease Instrinsic Motivation in the Classroom*. (New York: A Simon & Schuster Company. 1996), p. 31

<sup>23</sup> Ibid. p. 32



3. What was the most important thing that you learned from the article?
4. Discuss something from the article with which you either agreed or disagreed
5. From the information in the article, what predictions could you make about the future?

Based on the answer to these questions, the teacher may award the points specified or may ask students to make revisions or additions.

## **B. Relevant Research**

According to Syafi'i states the relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself<sup>24</sup>.

### **1. A research from Nurlaili**

In 2013, Nurlaili conducted the research entitled "The Effect of Using About/ Point Strategy on Reading Comprehension in Hortatory Exposition Text of the Second Year Students of MA Nurul Hidayah Bantan Tua Bengkalis Regency". She found that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that there is significant effect of the students' reading

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<sup>31</sup> M. Syafii. *From Paragraph to Research Report: A writing of English for Academic Purposes*. (Pekanbaru:LBSI. 2007), p.122

comprehension with and without using About/point strategy of the second year students of MA Nurul Hidayah Bantan Tua Bengkalis Regency.<sup>25</sup>

2. A research from Sriwastuti

In 2005, Sri Wastuti, conducted the research entitled “The Effect of Collaborative Point Strategic Reading towards the Second Year Students’ Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru. She found that there was a significant effect of using collaborative point strategic reading for reading comprehension achievement.”<sup>26</sup>

The strategy reviewing is same with the implementation of Pick Your Point strategy.

**C. Operational Concept**

Syafi’i mentioned that all related theoretical frameworks can be operated in the operational concept.<sup>27</sup> In this operational concept, the writer would like to explain briefly about variable of the research itself. There are two variables that will be used. The first is the Pick Your Point strategy which refers to the teacher’s strategy in teaching reading Hortatory Exposition text (in experimental class) which is known as Independent variable or variable X. The second is students’ reading

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<sup>25</sup> Nurlaili. “The Effect of Using About/ Point Strategy on Reading Comprehension in Hortatory Exposition Text of the Second Year Students of MA Nurul Hidayah Bantan Tua Bengkalis Regency”. (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau. 2013)

<sup>26</sup> Wastuti Sri. “The Effect of Collaborative Point Strategic Reading towards the Second Year Students’ Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru” (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau. 2005)

<sup>27</sup> M. Syafii. *From Paragraph to Research Report: A Writing of English for Academic Purposes*. ( Pekanbaru: LBSI. 2007 ). P. 122

comprehension (reading Hortatory Exposition text) which is known as Dependent variable or variable Y.

1. The procedures of using the Pick Your Point strategy are as follow:
  - a. The teacher introduces the process of pick your point strategy
  - b. The teacher divides students into small group
  - c. The teacher asks the students to pick their reading material
  - d. The teacher asks the students to read reading material
  - e. When students have finished their reading, they can be asked to complete a reading report that could include the following questions:
    1. In two or three sentences, please summarize the main idea of the article
    2. List at least three facts that you learned from article that others might find interesting
    3. What is the most important thing learned from the article?
    4. Discuss something from the article with which you either agree or disagree
    5. From the information in the article, what predictions could you make about the future?

2. The writer concludes the indicators of students' reading comprehension as follows:

- a. Students are able to find factual information.
- b. Students are able to identify main idea.
- c. Students are able to identify generic structure of the text.
- d. Students are able to locate the meaning of vocabulary in context.

#### **D. Assumption and Hypotheses**

##### **1. Assumption**

In this research, the writer assumes that (1) Hortatory Exposition text has been studied by the students. Thus, it is assumed that the students at the second semester of the second year of MAN Kuok Bangkinang Barat are able to do Hortatory Exposition text well. (2) The better the Pick Your Point strategy is applied in teaching or learning Hortatory Exposition text, the better students' comprehension on reading Hortatory Exposition text will be.

##### **2. Hypotheses**

###### **a. The Null Hypothesis ( $H_0$ )**

There is no significant effect of Pick Your Point Strategy toward students' reading comprehension in Hortatory Exposition text of the second year students at MAN Kuok Bangkinang Barat of Kampar Regency.

b. The Alternative Hypothesis ( $H_a$ )

There is significant effect of Pick Your Point Strategy toward students' reading comprehension in Hortatory Exposition text of the second year students at MAN Kuok Bangkinang Barat of Kampar Regency.

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The type of this research is experimental research. According to Cresswell, Experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> The design of this research is quasi-experimental, non-randomized control group pretest-posttest design, intended to find out the effect of using Pick Your Point strategy toward students' reading comprehension. In this research, the writer used two classes, they were experimental class and control one.

Before conducting treatment to experimental class, all students of both classes were tested to answer the questioner, called pre questioner. Then the experimental class was given treatments for eight times. While control class used Three-Phase technique. However, the materials given and purpose of the research to each group were the same. After eight times treatments, both of the classes were to answer the questioner, called post questioner.

According to Cresswell the type of this research can be designed as follows:<sup>2</sup>

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<sup>1</sup> Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299.

<sup>2</sup> *Ibid.*,

**Table III. 1**

**The Research Design**

<b>Group</b>	<b>Pre – test</b>	<b>Treatment</b>	<b>Post – test</b>
A	Test 1	X	Test 2
B	Test 1		Test 2

**B. The Time and the Location of the Research**

This research was conducted at MAN Kuok Bangkinang Barat. The time of conducting research activities was for three months, started from April until June 2012.

**C. The Subject and the Object of the Research**

The subject of the research was the second year students of MAN Kuok Bangkinang Barat. The object of the research was using the Pick Your Point strategy and reading comprehension in Hortatory Exposition text.

**D. The Population and the Sample of the Research**

The population of this research was the second year students of MAN Kuok Bangkinang Barat. They were consisting of four classes, two classes for science department and two classes for social department. The total number of population was 147 students.

**Table 1II. 2**

**The Population of the second year students of MAN Kuok Bangkinang Barat**

NO	CLASSES	POPULATION		TOTAL
		MALE	FEMALE	
1.	XI IPA 1	12	21	35
2.	XI IPA 2	11	24	35
3.	XI IPS 1	12	23	35
4.	XI IPS 2	13	24	37

In determining the sample of the research, the reseacher used cluster random sampling because the population was large. To decide which one of the population which would be take as sample, the sample was taken based on the population that was specified. This was done by using by clustering random sampling because the students were already formed into classes. According to Gay, this technique randomly of selected groups, not individual and all members selected groups have similar characteristic.<sup>3</sup> So, the sample of the research was two classes of science department; XI IPA 1 class as experimental group and XI IPA 2 class as control group.

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<sup>3</sup> L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*, (New Jersey: Pearson Prentice- Hall, 2000) p.394



### **E. The Technique of Collecting Data**

To obtain the data needed in this research, the writer used technique as follows:

#### **Test**

In this research, the writer used test as instrument to collect the data. The test was multiple choice tests, divided to stages. The first was pre test and it was given before the treatment. The second was post test and it was given after the treatment. According to Alderson multiple choice questions are a common device for testing students' text comprehension<sup>4</sup>. Test was used to collect the data that consisted of 20 items in the form multiple choice questions. The test was used to know the score of students' reading comprehension.

In addition, Suharsimi Arikunto says, there are some categories to evaluate the students' comprehension in reading text. The test composed of 20 items and each item is given score<sup>5</sup>. The scale is:

**Table III. 3**

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<sup>4</sup> J. Charles Alderson. *Assessing Reading*. (Cambridge: Cambridge University press, 2001), p. 211

<sup>5</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi*. (Jakarta: Bumi Aksara, 2009), p. 245

### **The Categorizing Levels of Scoring of Reading Comprehension**

<b>The Score of Reading Comprehension Level</b>	<b>Categories</b>
<b>80 – 100</b>	<b>Very good</b>
<b>70 – 79</b>	<b>Good</b>
<b>60– 69</b>	<b>Enough</b>
<b>50– 59</b>	<b>Less</b>

## **F. Validity and Realibility**

### **Validity**

Before the tests were given to the sample, both of tests had been tried out to 35 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty is as follows: <sup>6</sup>

$$P = B/JS$$

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

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<sup>6</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT. Rineka Cipta, 2009). Pp. 245

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $>0,30$  and  $<0,70$ .<sup>7</sup> It means that the item test that is accepted if the level of difficulty is between  $0,30 - 0,70$  and it is rejected if the level of difficulty is below  $0,30$  (difficult) and over  $0,70$  (easy). Then, the proportion correct is represented by “p”. See in appendix 2.. The result of try out is as follows:

**Table III. 4**  
**The Item Difficult of Try Out**

Item Number	Item Difficulty	Result
1	0.62	Accepted
2	0.7	Rejected
3	0.54	Accepted
4	0.4	Accepted
5	0.57	Accepted
6	0.62	Accepted
7	0.65	Accepted
8	0.6	Accepted
9	0.45	Accepted
10	0.51	Accepted
11	0.51	Accepted
12	0.65	Accepted

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<sup>7</sup>*Ibid. Pp. 210*

13	0.57	Accepted
14	0.54	Accepted
15	0.51	Accepted
16	0.42	Accepted
17	0.48	Accepted
18	0.51	Accepted
19	0.51	Accepted
20	0.57	Accepted

Based on table above, it can be seen that items for instrument are categorized as “Accepted” items of instruments because they are located in the range 0.3 and 0.7. except items of instruments of number 2.

### **Reliability**

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.<sup>8</sup> There are some factors affecting the reliability of a test, they are:

- a. The extent of sample of material selecting for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability.

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<sup>8</sup> J.B Heaton. *Writing English Language Test*. (New York: Longman Group U.K Limited, 1988), p. 159

According to Grand Henning<sup>9</sup>, reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in score obtained from the test.

Then, Tinambunan in Dian Mularokhim<sup>10</sup> stated that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He states that reliability of test is considered as follows:

0.00-0.20	: Reliability is low
0.21-0.40	: Reliability is sufficient
0.41-0.70	: Reliability is high
0.71-1.00	: Reliability is very high

**Table. III. 5**

### **Case Processing Summary**

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<sup>9</sup> Grant Henning, *A Guide to Language Testing: Development, Evaluation, Research*. (Cambridge: Newbury House Publishers, Inc, 1987), p. 74

<sup>10</sup> Dian Mularokhim. "The Influence of Probable Passage Strategy on Reading Comprehension of The Second Year Students of State Junior High School 23 Pekanbaru". (Pekanbaru: unpublished Thesis, UIN Suska 2011), p. 37

		N	%
Cases	Valid	35	100.0
	Excluded <sup>a</sup>	0	.0
	Total	35	100.0

**Table III. 6**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.843	20

**Table III. 7**

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.553	.400	.714	.314	1.786	.006	20
Item Variances	.248	.210	.257	.047	1.224	.000	20

The reliability of test was 0.84. It is categorized into high reliability level. It means the instrument accuracy involved in high level and this means good for a research.

**G. The technique of Data Analysis**

The data were analyzed by using quasi-experimental research, the write used T test. Hartono says that T test is one of the statistic tests used to know whether there is or not the different significance of two samples of mean in two variables.<sup>11</sup>The technique of data analysis used in this research in T-test formula. The writer used the formula in Hartono as follows:<sup>12</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  : The Value of t-obtained

$M_x$  : Mean score of experiment class

$M_y$  : Mean score of control class

$SD_x$  : Standard deviation of experiment class

$SD_y$  : Standard deviation of control class

$N$  : Number of students

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<sup>11</sup> Hartono. *Statistik untuk Penelitian*. ( Yogyakarta: Pustaka Pelajar. 2009). p.178

<sup>12</sup> Ibid.p.208

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research was to obtain the data of students' reading comprehension taught by using pick your point strategy and taught by using conventional strategy, and also the significant effect of using pick your points strategy toward students' reading comprehension. The data were obtained from students' post-test scores of experimental and control class. The research procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre test and post test to XI IPA1 and XI IPA 2. The writer asked the students to answer some questions based on the text given; the text was a Hortatory Exposition text.
3. Based on the result of pre-test, it was found that XI IPA 1 was experimental class and XI IPA 2 was control class. Then, the writer gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the writer used the same format of questions but in different hortatory exposition text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and different hortatory exposition text for their post-test as well.



## **B. The Data Presentation**

The data of this research were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the hortatory exposition text given
2. The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension taught by using pick your point strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

### **1. Data Presentation of Reading Comprehension Taught by Pick Your Point Strategy**

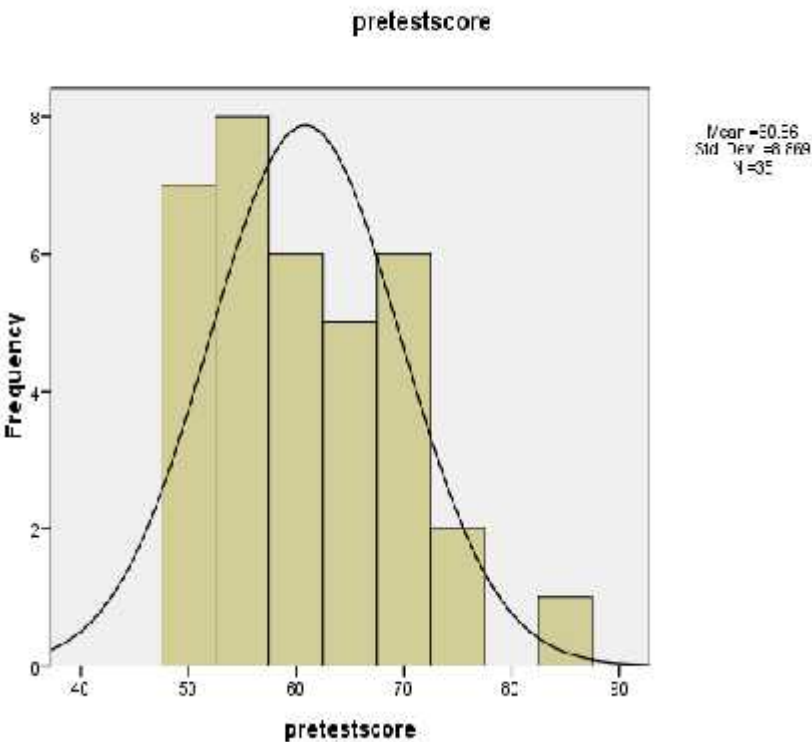
The data of students' reading comprehension by using pick your point strategy were gotten from pre-test and post-test of XI IPA 1 as an experimental class taken from the sample of this class (35 students). The data can be seen from the data below:

**Table IV.1**  
**The Score of the Student' Reading Comprehension Taught by Using**  
**Pick your Point Strategy**

No	The Number of Students	Experimental Class	
		Pre-test	Post-test
1	Student 1	55	75
2	Student 2	65	70
3	Student 3	55	80
4	Student 4	75	80
5	Student 5	65	70
6	Student 6	50	75
7	Student 7	60	80
8	Student 8	50	85
9	Student 9	55	80
10	Student 10	70	65
11	Student 11	60	70
12	Student 12	85	85
13	Student 13	70	75
14	Student 14	70	80
15	Student 15	75	70
16	Student 16	70	75
17	Student 17	60	70
18	Student 18	55	75
19	Student 19	65	80
20	Student 20	60	85
21	Student 21	55	65
22	Student 22	50	70
23	Student 23	55	75
24	Student 24	50	70
25	Student 25	55	65
26	Student 26	65	75
27	Student 27	50	85
28	Student 28	70	80
29	Student 29	50	75
30	Student 30	65	85
31	Student 31	70	70
32	Student 32	60	70
33	Student 33	50	75
34	Student 34	60	65
35	Student 35	55	70
	<b>Total</b>	<b>2130</b>	<b>2620</b>
	<b>Mean</b>	<b>60.86</b>	<b>74.86</b>

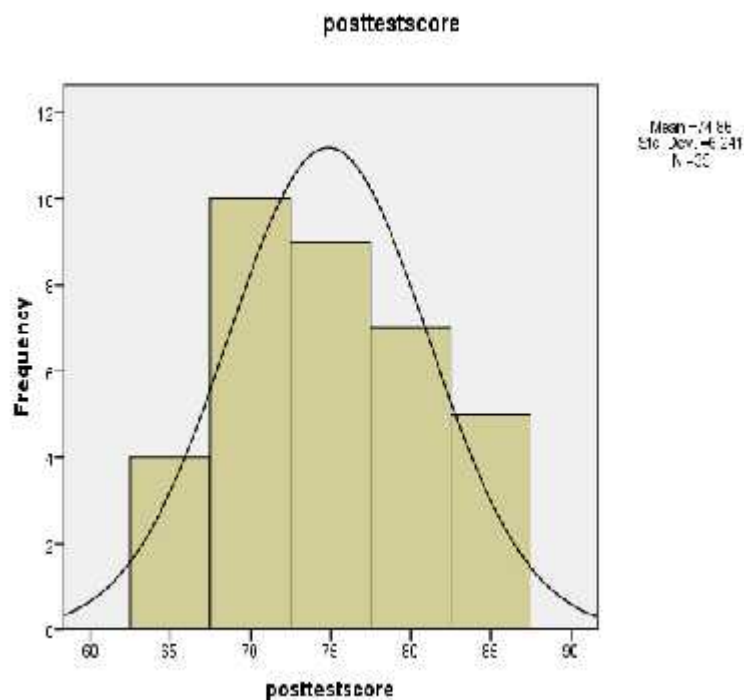
From the Table IV.1, the writer found that the total score of pre-test in experimental class was 2130 while the highest was 85 and the lowest was 50. The total of the score of post test in experimental class was 2620 while the highest was 85 and the lowest was 65. It means that the students had significant increasing of the reading comprehension. It was proved by the histograms, total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen below:

**Table IV.2**  
**Histogram for the score of Pre-Test Experiment Class at MAN Kuok**  
**Bangkinang Barat**



Based on the histogram above, we can see that the students who got score 50 are 7 students, the students who got score 55 are 8 students, the students who got score 60 are 6 students, the students who got score 65 are 5 students, the students who got score 70 are 6 students, the students who got score 75 are 2 students, the student who got score 85 1 student.

**Table IV.3**  
**Histogram for the score of Post-Test Experiment Class at Islamic Senior**  
**High School Kuok Bangkinang Barat**



Based on the histogram above, we can see that the student who got score 65 are 4 students, the student who got score 70 are 10 student, the students who got score

75 are 9 students, the students who got score 80 are 7 students, the students who got score 85 are 5 students,

From the histograms above, the writer concludes that the frequency score of pre-test and post –test of experimental class, can be seen in the table below:

**Table IV.4**  
**Frequency Score of Pre-test and Post-test of experimental Class**

Score of Pre-test	Frequency of Pre-test	Score of Post-test	Frequency of Post-test
50	7	65	4
55	8	70	10
60	6	75	9
65	5	80	7
70	6	85	5
75	2		
85	1		
Total	35	Total	35

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score of pre-test and post-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

**Table IV.5**  
**The Mean and Standard Deviation of Pre-test and Post-test of experimental class**

Item Statistics				
Test	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	35	60.86	8.86	1.499
Post-test	35	74.86	6.24	1.055

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

## 2. Data Presentation of Reading Comprehension taught by Using Conventional Strategy.

The data of reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class XI IPA 2 as control class taken from the sample in this class (35 Students). The data can be seen from the table below:

**Table IV.6**  
**The Score of the Reading Comprehension Taught by Using Conventional Strategy**

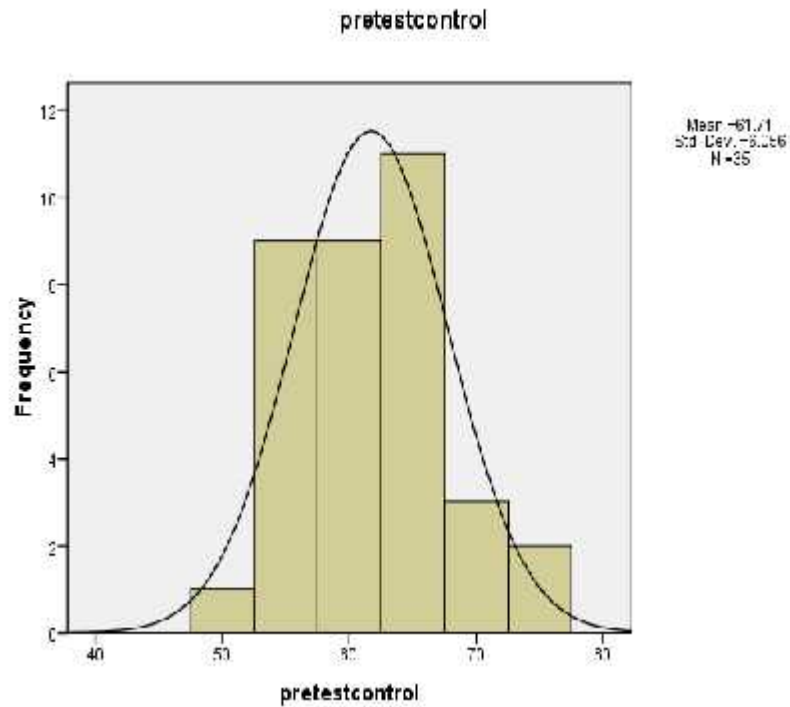
No	The Number of Students	Control Class	
		Pre-test	Post-test
1	Student 1	70	65
2	Student 2	65	70
3	Student 3	55	75
4	Student 4	65	65
5	Student 5	60	65
6	Student 6	60	70
7	Student 7	65	75
8	Student 8	55	70
9	Student 9	55	75
10	Student 10	65	60
11	Student 11	75	60
12	Student 12	70	80
13	Student 13	75	60
14	Student 14	65	75
15	Student 15	60	60
16	Student 16	65	65

17	Student 17	70	60
18	Student 18	55	65
19	Student 19	60	70
20	Student 20	60	80
21	Student 21	60	70
22	Student 22	55	65
23	Student 23	65	60
24	Student 24	55	60
25	Student 25	60	65
26	Student 26	55	60
27	Student 27	60	65
28	Student 28	65	50
29	Student 29	55	65
30	Student 30	55	70
31	Student 31	65	60
32	Student 32	60	80
33	Student 33	65	65
34	Student 34	65	50
35	Student 35	50	60
	<b>Total</b>	<b>2160</b>	<b>2310</b>
	<b>Mean</b>	<b>61.71</b>	<b>66.00</b>

From the Table IV.6, the writer found that the total score of pre-test in control class is 2160 while the highest is 75 and the lowest is 50. The total of score of post test in control class is 2310 while the highest is 80 and the lowest is 50.

It means that the students had little increasing of their reading comprehension, and it was not the same as experimental class. It was proved by the histograms, total score and the score of frequency from pre-test and post-test were significantly different, and it can be seen below:

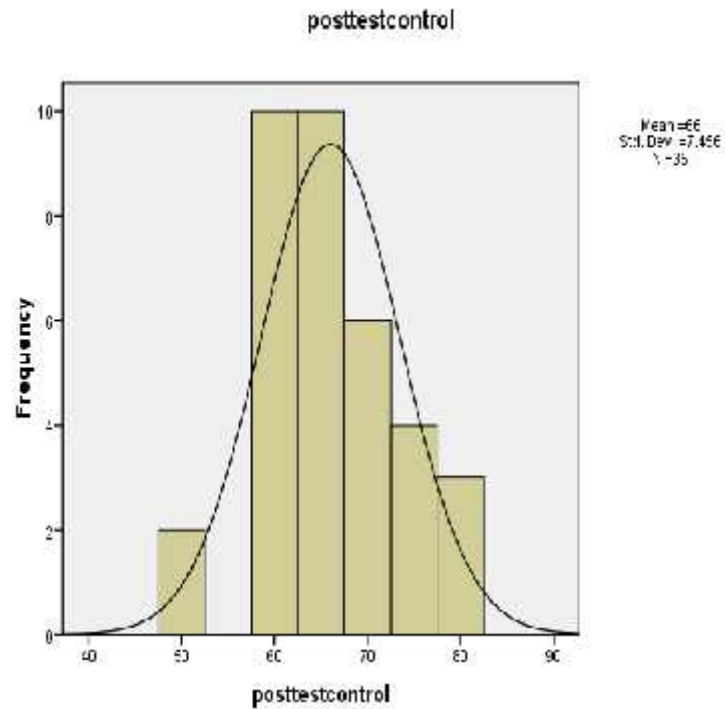
**Table IV.7**  
**Histogram for the score of Pre-Test Control Class at MAN Kuok**  
**Bangkinang Barat**



Based on the histogram above, we can see that the student who got score 50 is 1 student, the students who got score 55 are 9 students, the students who got score 60 are 9 students, the students who got score 65 are 11 students, the students who got score 70 are 3 students, the student who got score 75 are 2 students.

**Table IV.8**  
**Histogram for the score of Post-Test Control Class at MAN Kuok**  
**Bangkinang Barat**





Based on the histogram above, we can see that the student who got score 50 are 2 students, the students who got score 60 are 10 students, the students who got score 65 are 10 students, the students who got score 70 are 6 students, the students who got score 75 are 4 students, the students who got score 80 are 3 students.

Besides, the mean of pre-test and post-test of control class also had big difference. The frequency score and the mean of pre-test and post-test of control class can be seen below:

**Table IV.9**  
**Frequency Score of Pre-test and Post-test of Control Class**

Score of Pre-test	Frequency of Pre-test	Score of Post-test	Frequency of Post-test
50	1	50	2
55	9	60	10
60	9	65	10
65	11	70	6
70	3	75	4
75	2	80	3
Total	35	Total	35

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score of pre-test and post-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

**Table IV.10**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**

Item Statistics				
Test	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	35	61.71	6.05	1.024
Post-test	35	66	7.45	1.260

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

### **3. The Data Presentation of the Effect of Pick your Point Strategy toward Reading Comprehension**

The following table is the description of pre-test and post-test of experimental class and control class.

**Table IV.11**  
**Students Pre-test and Post-test score of Experimental Class and Control Class**

No	Students	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	55	75	20	70	65	-5
2	Student 2	65	70	5	65	70	5
3	Student 3	55	80	25	55	75	20
4	Student 4	75	80	5	65	65	0
5	Student 5	65	70	5	60	65	-5
6	Student 6	50	75	25	60	70	10
7	Student 7	60	80	20	65	75	10
8	Student 8	50	85	35	55	70	15
9	Student 9	55	80	30	55	75	20
10	Student 10	70	65	-5	65	60	-5
11	Student 11	60	70	10	75	60	-5
12	Student 12	85	85	0	70	80	10
13	Student 13	70	75	5	75	60	-15
14	Student 14	70	80	10	65	75	10
15	Student 15	75	70	-5	60	60	0
16	Student 16	70	75	5	65	65	0
17	Student 17	60	70	10	70	60	-10
18	Student 18	55	75	20	55	65	10
19	Student 19	65	80	15	60	70	10
20	Student 20	60	85	20	60	80	20
21	Student 21	55	65	10	60	70	10
22	Student 22	50	70	20	55	65	10
23	Student 23	55	75	20	65	60	-5
24	Student 24	50	70	20	55	60	5
25	Student 25	55	65	10	60	65	5
26	Student 26	65	75	10	55	60	5
27	Student 27	50	85	35	60	65	5
28	Student 28	70	80	10	65	50	-15
29	Student 29	50	75	25	55	65	10
30	Student 30	65	85	20	55	70	15
31	Student 31	70	70	0	65	60	-5
32	Student 32	60	70	10	60	80	20
33	Student 33	50	75	25	65	65	0
34	Student 34	60	65	5	65	50	-15
35	Student 35	55	70	15	50	60	10
	<b>Total</b>	<b>2130</b>	<b>2620</b>		<b>2160</b>	<b>2310</b>	
	<b>Mean</b>	<b>60.86</b>	<b>74.86</b>		<b>61.71</b>	<b>66.00</b>	

**Table IV.12**  
**The Clasification of Experimental Class of the Second Year Students at**  
**Islamic Senior High School Kuok Bangkinang Barat**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	12	34.3%
2	Good	70-79	19	54.3%
3	Enough	60-69	4	11.4%
4	Less	50-59	0	0%
5	Bad	0-49	0	0%
Total		-	35	100%

Based on the table IV.8 about the clasification of experimental class of the Second year students of Islamic Senior high School Kuok Bangkinang Barat, the output from 35 students shows that the category of number 1 got the frequency 12 (34.3%), the category of number 2 shows 19 (54.3%), the category of number 3 shows 4 (11.4%), and the catagory of number 4 and 5 shows no frequency (0%). The table above also shows that the highest percentage of experimental class was 54.3% at the mean score 70-79. Thus, the majority of the students in this experimental class is classified as **Good**.

**Table IV.13**  
**The clasification of control class of the of the Second Year Students at Islamic Senior High School Kuok Bangkinang Barat**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	3	11.4%
2	Good	70-79	16	45.7%
3	Enough	60-69	20	57.1%
4	Less	50-59	2	5.7%
5	Bad	0-49	0	0%
Total		-	35	100%

Based on the table IV.9 about the clasification of control class of the Second year students of Islamic Senior high School Kuok Bangkinang Barat, the output from 35 students shows that the category of number 1 got the frequency 3 (11.4%), the category number 2 shows 16 (45.7%), the category of number 3 shows 20 (57.1%), the category number 4 shows 2 (5.7%), the category of number 5 shows 0 (0%). The table above also shows that the highest percentage of control class is 57.1% at the mean score 60-69. Thus, the majority of the students in this control class is classified as **enough**.

### **C. The Data Analysis**

#### **1. The Data Analysis of Using Pick your Point Strategy in the Classroom (Variable X)**

In order to find whether or not there was a significant Effect of using pick your point strategy in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' final test. The data were

analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 20 items of reading comprehension test given to 35 respondents. From the test, it was obtained that the lower score is 65 and the higher score is 85. The mean is 74.86.

## **2. The Data Analysis of reading comprehension (Variable Y)**

### **a. Students' reading comprehension by Using Pick Your Point Strategy**

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

**Table IV.14**  
**Students' Pre-test and Post-test Score of Experimental Class**

<b>Valid of Pre-test</b>	<b>Frequency of Pre-test</b>	<b>Standard Graduated</b>	<b>Valid of Post-test</b>	<b>Frequency of Post-test</b>	<b>Standard Graduated</b>
50	7	Fail	65	4	Fail
55	8	Fail	70	10	Pass
60	6	Fail	75	9	Pass
65	5	Fail	80	7	Pass
70	6	Pass	85	5	Pass
75	2	Pass			
85	1	Pass			

Based on the data obtained in Pre-test of experimental class there were 26 students who did not pass the graduated standard (SKL) or the score obtained  $< 70$ ,

while there were 9 students who passed the graduated standard (SKL) or the score obtained 70.

The writer used the following formula to get the percentage of the student who did not pass and who passed the graduated standard (SKL) :

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{26}{35} \times 100\% = 74.3\%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{9}{35} \times 100\% = 25.7\%$$

Besides, it can be also seen that the total frequency is 35 and the total score is 2130, So that, the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

**Table IV.15**  
**Mean and standard deviation of student Pre- Experimental score**

Mean	60.86
Standard Deviation	8.86

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

Based on the data obtained in Post-test of experimental class, there were 4 students who did not pass the graduated standard (SKL) or the score obtained < 70, while there were 31 students who passed the graduated standard (SKL) or the score obtained 70.

The writer used the following formula to get the percentage of the student who did not pass and who passed the graduated standard (SKL) :

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{4}{35} \times 100\% = 11.4\%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{31}{35} \times 100\% = 88.5\%$$



Besides, it can be also seen that the total frequency is 35 and the total score is 2620, so that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

**Table IV.16**  
**Mean and standard deviation of student post- Experimental score**

Mean	74.8
Standard Deviation	6.24

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

b. Students' reading comprehension by Using Conventional Strategy

The following table is the description of the data of students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

**Table IV.17**  
**Students' Pre-test and Post-test Score of Control Class**

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
50	1	Fail	50	2	Fail
55	9	Fail	60	10	Fail
60	9	Fail	65	10	Fail
65	11	Fail	70	6	Pass
70	3	Pass	75	4	Pass
75	2	Pass	80	3	Pass

Based on the data obtained in Pre-test of control class, there were 30 students who did not pass the graduated standard (SKL) or the score obtained < 70, while there were 5 students who passed the graduated standard (SKL) or the score obtained 70.

The writer used the following formula to get the percentage of the students who did not pass and who passes the graduated standard (SKL) :

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{30}{35} \times 100\% = 85.7\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{5}{35} \times 100\% = 14.3\%$$

Besides, it can be also seen that the total frequency is 35 and the total score is 2160, so that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

**Table IV.18**  
**Mean and Standard Deviation of Student Pre- Control Score**

Mean	61.71
Standard Deviation	6.05

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

Based on the data obtained in Post-test of Control class, there were 22 who did not pass the graduated standard (SKL) or the score obtained < 70, while there were 13 students who passed the graduated standard (SKL) or the score obtained 70.

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{22}{35} \times 100\% = 62.8\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{13}{35} \times 100\% = 37.1\%$$

Besides, it can be also seen that the total frequency is 35 and the total score is 2310, so that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

**Table IV.19**  
**Mean and standard deviation of student post- Control score**

Mean	66
Standard Deviation	7.45

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

c. The Students' Classifications Score of the Students Taught by using Pick Your Point Strategy and Taught by using Conventional Strategy

To know how the students' reading comprehension taught by using pick your point strategy and taught by using conventional strategy, the writer only took the post-test score of each class because the post-test was given after treatment.

**Table IV.20**  
**Mean and Median of Post-test in Experimental Class and Control Class**

	Mean	Median
Experimental Class (Post-test)	74.86	75.00
Control Class (Post-test)	66	65.00

### 3. Data Analysis of the Difference Between Reading Comprehension Taught by Using Pick your Point Strategy and Reading Comprehension Taught by Using Conventional Strategy.

**Table IV.21**  
**Students' reading comprehension Score**

No	Students	Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	55	75	70	65
2	Student 2	65	70	65	70
3	Student 3	55	80	55	75
4	Student 4	75	80	65	65
5	Student 5	65	70	60	65
6	Student 6	50	75	60	70
7	Student 7	60	80	65	75
8	Student 8	50	85	55	70
9	Student 9	55	80	55	75
10	Student 10	70	65	65	60
11	Student 11	60	70	75	60
12	Student 12	85	85	70	80
13	Student 13	70	75	75	60
14	Student 14	70	80	65	75
15	Student 15	75	70	60	60

16	Student 16	70	75	65	65
17	Student 17	60	70	70	60
18	Student 18	55	75	55	65
19	Student 19	65	80	60	70
20	Student 20	60	85	60	80
21	Student 21	55	65	60	70
22	Student 22	50	70	55	65
23	Student 23	55	75	65	60
24	Student 24	50	70	55	60
25	Student 25	55	65	60	65
26	Student 26	65	75	55	60
27	Student 27	50	85	60	65
28	Student 28	70	80	65	50
29	Student 29	50	75	55	65
30	Student 30	65	85	55	70
31	Student 31	70	70	65	60
32	Student 32	60	70	60	80
33	Student 33	50	75	65	65
34	Student 34	60	65	65	50
35	Student 35	55	70	50	60
<b>Total</b>		<b>2130</b>	<b>2620</b>	<b>2160</b>	<b>2310</b>
<b>Mean</b>		<b>60.86</b>	<b>74.86</b>	<b>61.71</b>	<b>66.00</b>

The data were obtained through the score of pre-test of experimental class and control class. To analyze the data, the writer used T-test formula by using software SPSS version 16.

**Table IV.22**  
**Group Statistics**

Post Test Experiment		N	Mean	Std. Deviation	Std. Error Mean
Post Test Control	1	35	74.86	6.241	1.055
	2	35	66.00	7.456	1.260

**Table IV.23**  
**The Data Analysis by Using Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Control	Equal variances assumed	.668	.417	5.389	68	.000	8.857	1.643	5.578	12.137
	Equal variances not assumed			5.389	65.957	.000	8.857	1.643	5.576	12.139

Output of independent samples test shows that Levene's test to know the same variance.<sup>1</sup>

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is rejected

If probabilities < 0.05, Ha is accepted

Based on the ouput above, it was answered the hypothesis of the research that Ho was rejected and Ha was accepted because  $0.000 < 0.05$ . The next standard for analysis based on equal variant assumed.

From the table above, it can be also seen that  $t_{hitung}$  obtained (5.389) was compared to "t" table, df= 68. Because df=68 was not found from the  $t_{table}$ , so the

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<sup>1</sup> Hartono, *SPSS 16,0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), p. 159

writer took  $df=70$ . Mean difference was 8.857 and standard error difference was 1.643. Lower interval of the difference was 5.578 and 5.576.

If  $t_{hitung}$  obtained (5.389) was compared with “t” table,  $df= 68$ , t critic point was:

Significance 5% = 1.99

Significance 1% = 2.65

It can be seen, the  $t_{hitung}$  obtained is higher than  $t_{table}$ , either at level 5% or 1%. In other word, we can read  $1.99 < 5.389 > 2.65$ .

Based on the score above, the writer can conclude that  $H_a$  is accepted it means there is a significant effect of using Pick your Point strategy toward students reading comprehension at the second year of Islamic senior high school high school Kuok Bangkinang Barat.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Research Conclusion**

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using Pick your Point strategy toward students' reading comprehension at the second year of MAN Kuok Bangkinang Barat of Kampar Regency comes to conclusion as follows:

1. Students' reading comprehension in Hortatory Exposition text taught by using Pick your Point strategy was categorized into **good level**.
2. Students' reading comprehension in Hortatory Exposition text taught without using Pick Your Point strategy was categorized into **enough level**.
3. There was a significant effect of using Pick Your Point strategy toward students reading comprehension at second year students of MAN Kuok Bangkinang Barat of Kampar regency.

So, it can be concluded that pick your point strategy has a positive effect toward reading comprehension at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

#### **B. Suggestion**

Based on the research finding, the writer would like to give some suggestion:

1. Suggestion for teacher
  - a. It is recommended to the teacher to use Pick your Point strategy in teaching and learning process.



b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.

c. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.

2. Suggestion for students

a. The students should try to understand the use of Pick Your Point strategy in reading text.

b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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